The University of Chicago

THE RELATION OF THE PROFESSIONAL AND CLERICAL DIVISION OF CATALOGING ACTIVITIES TO CATALOGING COURSES

A PART OF A DISSERTATION SUBMITTED TO THE FACULTY OF THE GRADUATE LIBRARY SCHOOL IN CANDIDACY FOR THE DEGREE OF DOCTOR OF PHILOSOPHY

1932

By
SUSAN GREY AKERS

Private Edition, Distributed by
THE UNIVERSITY OF CHICAGO LIBRARIES
CHICAGO, ILLINOIS

Reprinted from
The Library Quarterly
Vol. V, No. 1, 1935

Chicago

The University of Chicago

THE RELATION OF THE PROFESSIONAL AND CLERICAL DIVISION OF CATALOGING ACTIVITIES TO CATALOGING COURSES

A PART OF A DISSERTATION SUBMITTED TO THE FACULTY OF THE GRADUATE LIBRARY SCHOOL IN CANDIDACY FOR THE DEGREE OF DOCTOR OF PHILOSOPHY

1932

By
SUSAN GREY AKERS

Private Edition, Distributed by
THE UNIVERSITY OF CHICAGO LIBRARIES
CHICAGO, ILLINOIS

Reprinted from
The Library Quarterly
Vol. V, No. 1, 1935

3337/53

R. UNIV.
BIBLIOTHEEK
LEIDEN

THE RELATION OF THE PROFESSIONAL AND CLERICAL DIVISION OF CATALOGING ACTIVITIES TO CATALOGING COURSES

THERE is a growing realization on the part of librarians that the proper development of libraries is being retarded because many librarians are too busy with such routine and clerical processes as typing catalog cards, accessioning books, and counting circulation, to meet adequately the book needs of their communities. The conviction that the correct division of labor in the library would remedy this situation has led to an increasing interest in the professional-clerical division of library activities. This delegation of library activities is of vital interest to library schools in evaluating their curricula and teaching methods. As a beginning in one portion of the field, the present study of the division of cataloging activities was made. It is hoped that this demonstration of how such a division can be made in one department of the library may be suggestive for other departments.

The following study shows what activities are now being performed by professional and clerical workers in the cataloging departments of a group of representative libraries; how these duties are divided between professional and clerical workers in the practice of these libraries; how they should be divided in the opinion of a group of representative catalog librarians; and how this division is related to the content of cataloging courses in library schools.

It is assumed (1) that there is a real distinction between professional and clerical activities and between the qualifications and training needed by those who perform them; (2) that a representative group of catalog librarians is competent to apportion the activities of the two groups; (3) that representative groups of catalog librarians and of instructors in cataloging are competent to decide which topics can be studied to best ad-

vantage in accredited library schools by persons seeking to learn how to perform these activities; and (4) that group judgments concerning the relative merits of specific activities in isolation are equally valid when applied to the activities in combination.

THE PROCEDURE

In selecting the libraries in which to study the cataloging[1] activities, the factors of location, type, and size of the library were considered, in order that the selected libraries should constitute a reliable sampling. The number of full-time staff members served as a basis for division of the libraries by size, since in the judgment of the writer that factor was more closely associated with variation in cataloging activities than such other possible criteria as number of volumes or population served.[2] Accordingly, a list of sixty-nine libraries[3] was drawn up representing: eastern, middle-western, western, and southern sections of the United States; high-school, normal-school, college, university, general reference, and public libraries; and small, medium-sized, and large libraries.

Eighty-three catalog librarians representing these sixty-nine libraries, selected on the basis of their professional training, rank in their department, and length of library experience, were chosen from the list of library-school alumni, the membership list of the American Library Association Catalog Section, and the personnel columns of library periodicals.

[1] The term "cataloging" as used in this investigation includes both "classification" and "subject headings." In some schools these two subjects are taught as parts of the comprehensive cataloging course; in others, as separate courses. The term "catalog librarian" is used to limit the discussion to those librarians who include cataloging among their activities. Usually these librarians are members of the catalog department with duties requiring special training and judgment, such as, classifying, assigning subject headings, making critical estimates and notes, revising, editing, and making decisions in regard to policies and methods. The designation is therefore synonymous with "professional worker in the catalog department." The term has also been used in a broader sense to include the librarian of a small library or other professional worker if he performs, as a part of his duties, the type of work previously specified.

[2] *American library directory* (New York: R. R. Bowker, 1930) supplied this information. See pp. 9, 10, 247, 357, 457.

[3] For a list of these libraries see Table XVII, p. 244 of S. G. Akers, "Relation between theory and practice of cataloging; with special reference to courses in cataloging in library schools" (Doctor's thesis, Graduate Library School, University of Chicago, 1932).

A list of 190 activities at the level of analysis common to the types of libraries included in this study was compiled from the "Classified list of basic duties with methods of performance" prepared by the American Library Association Curriculum Study Staff in 1925–26. These the investigator divided into two groups, the first including the activities which in her judgment, as based on her own experience, should be delegated to professional workers; the second including the activities she thought should be delegated to clerical workers.

Twelve instructors in cataloging from the sixteen library schools accredited in 1927–28, the time at which this investigation was begun, sent topical outlines of their courses and letters with additional information. From these data the list of topics taught in cataloging courses was compiled. A few specialized topics which appeared only occasionally in the submitted outlines were omitted or appended to the broader topics to which they belonged. The 129 listed topics were then classified under the main-activity headings: (1) cataloging processes[4] and (2) activities relative to the organization and administration of the catalog department.

The activities were then classified under the same headings as the topics, distinguishing the professional and clerical under each heading. In order that the lists might not be too long for careful checking, they were divided into two parts: Form I,[5] "The Activities relating to cataloging processes and their accompanying topics"; Form IV,[5] "The Activities relating to the organization and administration of the catalog department and their accompanying topics." Exhibit I is a specimen page from Form I. Form IV is similar in form.

[4] The term "cataloging processes" is used to include those processes which are involved: (1) in classifying printed material; (2) in making and indicating decisions regarding headings, bibliographic description, and types of entry; (3) in making the entries described in number (2) above for the catalog; (4) in maintaining catalogs, i.e., (*a*) arranging and filing cards in the catalog and revising this work; (*b*) overseeing the catalogs to detect subjects needing subdivision; (*c*) supervising the physical condition of the catalogs (fulness of the trays, condition and adequacy of the catalog cards, guide cards, etc.); (5) in taking inventory—both supervising the work and the activity itself; (6) in withdrawing material—making the necessary changes in the cataloging records as well as actually removing the cards from the catalog.

[5] See Akers, *op. cit.*, pp. 182–232.

Form I was checked by the eighty-three librarians whose selection has been described above, to show (1) which activities were performed in their libraries; (2) by what type of worker they thought each activity should be performed; and (3) which

EXHIBIT I

SPECIMEN PAGE OF FORM I*

1. EXAMINING MATERIAL TO BE CATALOGED AND CLASSIFIED

Professional Activities in Representative Libraries	Clerical Activities in Representative Libraries	Course Topics, 1928–29, from 12 of the 16 Accredited Library Schools
1. A. Examine book to determine *form of main entry*, using L.C. cards as basis	3. Consult authority list; public or official catalog; depository catalog; and printed aids, e.g., biographical dictionaries, British Museum catalog, U.S. catalog regarding tentative form of main entry	1. Definitions
2. Indicate tentative form of main entry		2. Aids for form of name Authority list: 3. Personal entry 4. Corporate entry 5. Main entry other than personal or corporate
	4. Follow established rules in determining special forms, e.g., initials, pseudonyms	6. Personal entries for compound names; married-women's names, etc.
6. Indicate choice of main entry (to be approved by supervisor) and cross-references to be made	5. Indicate form of name accepted by authorities consulted and cross-references needed, signing initials of searcher	7. Corporate entries for government documents, societies, institutions, miscellaneous bodies and organizations
		8. Main entries other than personal or corporate, e.g., anonymous classics
		9. Name cross-references

* For the complete form see Akers, *op. cit.*, pp. 182–201.

topics they thought should be taught in the cataloging course for the efficient performance of cataloging activities. The returns from this checking, however, showed that certain points needed to be rechecked and that certain factors had been neglected. Forms II*a–d*[6] and III,[6] therefore, which listed the same

[6] See Akers, *op. cit.*, pp. 182–232.

activities and topics as Form I, were sent out to selected individuals of the original eighty-three librarians to ascertain such matters as: How much were the catalog librarians who checked Form I influenced by the author's tentative delegation of the activities as professional or clerical? Would they delegate these activities differently at another time? Which activities were related to which topics? Were any topics related to clerical activities only?

Form IV, consisting of the activities concerned with organizing and administering the catalog department, was sent out to sixty-five of the original eighty-three catalog librarians to ascertain: (1) which of the activities listed were performed in the departments of the representatives who checked the lists; (2) which, if any, were considered clerical; (3) which of the topics these representatives thought should be included in the course; (4) which topics could be better learned in the library; and (5) which topics were unrelated to any activity in the department and do not need to be taught anywhere.

Assuming that there were no errors in selecting all the activities or topics at the level of analysis chosen, the lists are complete for the time at which these data were collected, 1925–26. Since the catalog librarians were given an opportunity to make additions to both Forms I and IV in the fall of 1930, and the cataloging instructors were given a similar opportunity in March, 1931, these lists may be considered as complete for the fall of 1930 and the spring of 1931.

The reliability of the findings is supported by statistical evidence[7] which shows that (1) the catalog departments studied constitute a reliable sample of that department in libraries of the selected sizes and types; (2) the catalog librarians who checked these activity and topic lists constitute a reliable sample of catalog librarians; (3) the judgment of these catalog librarians does not vary from time to time; (4) the non-votes of the catalog librarians on Form I can be explained and interpreted satisfactorily; (5) the judgment regarding the delegation of activities is practically the same among catalog librarians of

[7] See Akers, *op. cit.*, pp. 276–93.

small, medium-sized, and large libraries of the six types represented in this study.

DIFFERENTIATION BETWEEN PROFESSIONAL AND CLERICAL CATALOGING ACTIVITIES

A study of library literature reveals that there is no universally accepted definition of the terms "professional" and "clerical" but that there are more instances of agreement than of disagreement in the use of these terms. The evidence of the data from three unpublished studies[8] shows that as a group the catalog librarians who co-operated in this study were in agreement in their use of the terms.

The criteria[8] used to distinguish "professional workers" from "clerical workers" in Miss Howe's unpublished studies are: academic education, type of training, length and type of library experience, scores made on standardized tests, and type of duty performed. An examination of these data for the professional staffs of sixteen catalog departments represented in this study established the fact that the typical professional worker in the catalog department of the type and size of libraries studied has had four years of college work, one year in a library school, and from six to seven years of library experience.

A study of similar data for the clerical staff of these same departments shows that the typical clerical worker in the types and sizes of libraries studied has had four years of secondary-school work, training in the department, and from two to three years of experience in a library.

A comparison of professional and clerical activities as listed in this study shows that each group has its own attributes. Characteristic professional activities involve examining the material to be cataloged, considering how it will be used and its relation to other material in the library and to readers in that community, consulting classification schedules and subject-heading lists, deciding how the material shall be treated, indicating this decision, supervising routine processes necessary for

[8] Two unpublished studies by H. E. Howe; and Akers, *op. cit.*, pp. 20–64.

carrying out this decision, and approving finished work. The professional activities of organization and administration involve considering the work to be done, consulting the administration of the library, determining and formulating policies, cooperating with other departments, planning the work of the department and assigning it to the departmental staff.

Characteristic clerical duties, on the other hand, involve consulting the records of the department, following established rules, indicating what is found, and typing—or duplicating in other ways—filing, withdrawing, and sorting cards.

In making this study of the division of cataloging activities, the following problems are considered:

1. What activities are performed in the catalog departments studied?
2. Which activities *are performed* by catalog librarians, which by clerical workers in the catalog departments studied?
3. Which activities *should be performed* by catalog librarians, which by clerical workers, in catalog departments of libraries of the types and sizes studied?
4. To what extent is there agreement between *practice* in delegating activities as professional and clerical and *judgment* as to how they should be delegated?
5. Is the judgment regarding the delegation of activities to professional or clerical workers the same among catalog librarians in small libraries as among these workers from the catalog departments of medium-sized and large libraries?
6. Is the judgment regarding this delegation of activities the same among catalog librarians from medium-sized and large college, university, reference, and public libraries, as from these public libraries only?
7. Which activities performed in the catalog department in some of the libraries studied are performed in another department in other libraries studied?

Tables I and II show the 72 and the 35 activities involved in cataloging processes which are performed by catalog librarians and by clerical workers, respectively, as recorded by 60–100 per cent of the departments voting. It is of interest to note that while 30 of the 117 activities received a 100 per cent vote for performance by professional workers, only one activity, namely, "Making [catalog] tray labels and inserting them in [card] holders," received a 100 per cent vote for performance by clerical workers.

TABLE I

SEVENTY-TWO OF THE 117 ACTIVITIES INVOLVED IN CATALOGING PROCESSES PERFORMED BY CATALOG LIBRARIANS AS RECORDED BY 60–100 PER CENT OF THE DEPARTMENTS VOTING

Activity	Percentage Voting "Professional"
Examining book to determine form of main entry, using L.C. cards as basis	94
Indicating tentative form of main entry	93
Consulting authority list; public or official catalog; depository catalog; and printed aids, e.g., biographical dictionaries, British Museum catalog, U.S. catalog regarding tentative form of main entry	81
Following established rules in determining special forms, e.g., initials, pseudonyms	84
Indicating form of name accepted by authorities consulted and cross-references needed, signing initials of searcher	84
Indicating choice of main entry (to be approved by supervisor) and cross-references to be made	84
Comparing book with printed cards, verifying and revising cards to agree with book in edition, etc.	81
Examining book roughly to determine extent of cataloging on basis of importance	97
Indicating special or usual handling of a book or books	100
Indicating exceptions to the usual forms of cards	100
Examining book for peculiarities, e.g., changed titles, changes in publisher, reprints	87
Indicating peculiarities of the book on "copy form," rough slip, etc., adding searcher's initials	79
Consulting card in Union catalog for notes about peculiarities to be copied on cards for new title for a branch or department; printed aids for information concerning peculiarities of a book such as changed title, etc.	74
Indicating form and fulness of shelf-list card if it is unusual	100
Indicating special items to be added to cards, e.g., descriptive, explanatory, or reference notes	100
Making "copy form" for full main entry, or indicating changes, etc., for L.C. cards, or marking title-page of book	94
Examining book to determine added entries to be made, exclusive of analytics and subjects	97
Consulting authority list, etc., as outlined above with respect to form for main entry	78
Indicating choice of added entries (to be approved by supervisor)	75
Examining book to determine the necessary author and title analytics	100
Deciding special questions, e.g., as to peculiar form of analytic	100
Indicating analytics to be made for a given book	100
Consulting authority list, etc., as outlined above with respect to form for main entry	87
Examining title-page, table of contents, preface, etc., for general idea of the content of the book; verifying this by reading enough of the text to be sure of author's aim and accomplishment	100

TABLE I—*Continued*

Activity	Percentage Voting "Professional"
Choosing tentative subject headings	100
Choosing tentative classification symbol	100
Consulting authority list	100
Consulting classification schedules	100
Consulting public catalog (to see what number or numbers are usually assigned to a particular subject heading, how previous volumes of a series or of an author have been handled, etc.)	93
Consulting shelf-list (with reference to previous use of classification symbol and how far it has been carried out)	93
Consulting book notes and reviews	93
Consulting aids, e.g., *Book-review digest*	93
Consulting expert on the subject as a help in determining subject headings and the best place in the classification schedule for the book	100
Constructing an original classification number for the book if necessary	100
Indicating choice of subject headings and classification symbol (to be approved by supervisor)	97
Referring to adopted book number tables for book number	79
Consulting shelf-list to avoid duplication in assigning book numbers	71
Indicating choice of book number (to be approved by supervisor)	73
Approving form for main entry; if checked as previously used approve, otherwise note authorities consulted	100
Approving form for added entries making any necessary changes or corrections	100
Revising subject headings comparing with authority list, catalog, further if necessary, making necessary changes or corrections	100
Checking classification number comparing with printed scheme and shelf-list and making any necessary corrections	100
Approving subject headings and classification number for the book	100
Approving book number	100
Comparing book and "copy form" and revising full content of "copy form" correcting any errors discovered	100
Indicating extra cards needed for special catalogs	84
Forwarding book to marker or circulation department and "copy form" to editor	63
Editing all "copy forms" before they are sent to printer or typist, to be sure they are correct as to main entry, form of card, added entries, classification and book number	93
Delivering "copy forms" to printer or typist	71
Proofreading printed or typed cards from forms established by supervisor and delivering cards to filer	83
Annotating printed subject-heading list, adding new headings, noting changes in use of headings listed as regards form, wording, or application	94
Checking printed subject-heading list for subject headings adopted if authority file on cards not kept	100
Determining necessary cross-references for subjects used, consulting subject authority list for those previously adopted, recording new ones	100

TABLE I—*Continued*

Activity	Percentage Voting "Professional"
Maintaining complete and up-to-date authority lists and annotating official copy of the classification schedules and of the cataloging code	100
Obtaining cards needed for corrections or additions	94
Obtaining old catalog cards and considering their use in recataloging	85
Sorting each group of cards to obtain more important cards for immediate filing	87
Delegating responsibility for filing	100
Revising filing of cards and, if correct, locking in permanent position or removing reviser's guide tabs; if incorrect, correcting errors or sending for original filer and repeating process	75
Watching for errors in old filing, in old card work, soiled or worn cards, etc., while revising filing	83
Correcting errors in card work or filing found when revising filing or referring to proper person for correction	81
Subdividing subject headings found to need it	100
Reporting congestion in catalogs calling for transfer of cards	69
Receiving report of congestion in particular catalogs, determining extent of transfers necessary to relieve it, determining procedure to be followed and having cards transferred to trays above or below or throughout catalog	97
Indicating form and style of home-made tray labels	69
Preparing copy for specially printed labels and proofreading them	70
Considering established system and routine and typical patron in constructing effective wording for instruction cards or signs for the catalog	100
Revising instruction cards or signs and their location	81
Indicating kind of guide cards and number required	100
Revising guide cards made and their filing	79
Supervising inventory	100
Supervising withdrawals	100

Table III shows the remaining 10 activities which are recorded as performed by catalog librarians in 42–58 per cent of the departments, and by clerical workers in 42–58 per cent, as recorded by the chiefs of those departments. For instance, "Periodically weeding out the file of L.C. cards waiting for use" is performed by a catalog librarian in 50 per cent of the departments, by a clerical worker in 50 per cent.

In a number of cases a catalog librarian marked an activity both professional and clerical. This often occurred in such an activity as "Typing authority cards and necessary cross-reference cards for the new names." If this is performed by a professional

TABLE II

THIRTY-FIVE OF THE 117 ACTIVITIES INVOLVED IN CATALOGING PROCESSES PERFORMED BY CLERICAL WORKERS AS RECORDED BY 60–100 PER CENT OF THE DEPARTMENTS VOTING

Activity	Percentage Voting "Clerical"
Making assigned catalog entries on L.C. cards, following "copy form" or other instruction slip	73
Typing authority cards and necessary cross-reference cards for new names for added entry headings	66
Duplicating unit card for added entries (including shelf-list cards)	92
Typing added entries short form (may use order card as shelf-list card)	87
Typing authority cards for new subjects	71
Adapting L.C. or local unit cards as subject cards	70
Adding call number to the cards	64
Duplicating sets as required for Union, official, branch, or department public catalogs	87
Delivering completed set of cards with "copy form" to proofreader	92
Typing "see" and "see also" subject cross-reference cards for public and official catalogs and for subject authority list for new subjects	91
Adding new subjects to cross-reference cards drawn from the catalogs or authority lists, re-writing where necessary	84
Drawing cards from records, making and inserting "dummies" for them, and adding new editions, added series titles, notes, volume, copy, or accession number	80
Drawing cross-reference cards from the catalogs and authority files and adding new names or subjects, re-writing where necessary	90
Drawing cards from the catalogs and changing author or other headings to agree with new headings decided upon	90
Changing call numbers on cards for books being transferred to another location	87
Re-writing soiled or worn cards and series cards whose titles need rearrangement	94
Arranging all cards for filing	94
Forwarding cards for filing elsewhere	64
Selecting and filing more important cards first, choosing best time for filing, later filing less important cards	60
Filing authority list cards	75
Filing order cards (until books are cataloged)	87
Filing record of L.C. orders	80
Filing L.C. cards received until ready for use	79
Filing L.C. orders held	86
Filing slips or lists returned from L.C. with reports on causes of delays in shipping cards	77
Making tray labels and inserting them in holders	100
Making catalog instruction cards for the trays, or instruction signs for use outside the catalog	86
Filing instruction cards in catalog or placing instruction signs near catalog	69
Making sets of guide cards for the catalogs	93

TABLE II—*Continued*

Activity	Percentage Voting "Clerical"
Arranging and filing guide cards for each catalog	66
Drawing shelf-list cards for books to be withdrawn and marking each one as drawn, or all at one time	67
Drawing official and public-catalog cards for books to be withdrawn, destroying if titles are not to be replaced, filing in temporary file if they are to be replaced	91
Forwarding book cards for withdrawn books to proper selection agency for replacement decisions	67
Marking accession records indicating withdrawals	87
Marking and disposing of books	78

TABLE III

TEN OF THE 117 ACTIVITIES INVOLVED IN CATALOGING PROCESSES PERFORMED BY CATALOG LIBRARIANS IN 42–58 PER CENT OF THE DEPARTMENTS, BY CLERICAL WORKERS IN 42–58 PER CENT OF THE DEPARTMENTS, AS RECORDED BY THEIR CHIEFS

Activity	Percentage Voting "Professional"	Percentage Voting "Clerical"
Indicating tentative book number (to be approved by supervisor)	58	42
Typing authority cards and necessary cross-reference cards for new names for main entry headings	47	53
Typing main card	57	43
Typing all cards as specified	54	46
Sorting cards made or adapted in catalog department by places of filing, e.g., main catalog, shelf-list, etc.	53	47
Watching for errors in previous filing, errors on other cards, soiled or worn cards, while filing; reporting or correcting, rewriting if necessary	42	58
Periodically weeding out file of L.C. cards waiting for use	50	50
Taking inventory	42	58
Receiving book card or books for withdrawals and arranging to facilitate drawing shelf-list cards or receiving shelf-list cards	50	50
Forwarding for filing official and public-catalog cards for withdrawn books	54	46

worker, it is no doubt for the reason that it takes little more time to type the final cards than to prepare the copy for the typist and it saves rehandling. Other activities, "Taking inventory," for example, are performed by a professional and a clerical worker working together, eliminating further supervision.

The complicacy of the material to be handled is a factor that influences the division of work in the various catalog departments. The average book of fiction in a popular library, especially if the form of the author's name to be used in that particular catalog has already been established, can be cataloged satisfactorily by a clerical worker. On the other hand, in a scholarly library where there are collections of foreign literature and translations, even fiction presents cataloging difficulties requiring the attention of a professional worker.

Certain conditions peculiar to individual libraries affect the apportionment of staff duties and contribute to the variations in the data secured. An understaffed library, for example, may require its professional workers to perform clerical duties, or ask clerical workers to undertake professional activities.

These explanations, however, why certain activities may have been marked as both professional and clerical, or as professional by some catalog librarians and clerical by others, should not be allowed to obscure the need for further study of them, that they may be delegated most efficiently in all departments.

Table IV lists the 73 professional activities involved in organizing and administering the catalog department recorded as performed by from 7 to 100 per cent of the departments voting. Thus Tables I–IV answer problems 1 and 2 as to what activities are performed and by which type of worker.

Two other tables complete the picture of what cataloging activities are performed. Table V lists the 10 activities, included in the list of 190, which are performed in departments other than the catalog department in from 5 to 70 per cent of the libraries studied. Table VI lists the 9 professional activities involved in organizing and administering the catalog department which were added by the catalog librarians who checked the lists.

TABLE IV

THE 73 PROFESSIONAL ACTIVITIES INVOLVED IN ORGANIZING AND ADMINISTERING THE CATALOG DEPARTMENT RECORDED AS PERFORMED BY 7–100 PER CENT OF THE DEPARTMENTS VOTING

Activity	Percentage Voting "Performed"
Considering the policies and practices of other libraries in the community and of similar libraries elsewhere in determining the policies and practices of the department	86
Determining objectives in catering to peculiar needs of regular clientèle; e.g., simple or complex cataloging and classification, type of cards to be used	81
Consulting administration on questions affecting the policies of the library	98
Consulting administration for important decisions regarding the work of the department	96
Considering form and extent of co-operation with other libraries and departments; e.g., by distributing library's printed cards, by cataloging books for departmental or branch libraries	91
Planning co-operation in the work of the library; e.g., by changing routine or plans to accommodate work of another department; borrowing or lending assistants for occasional work; discussing cataloging questions at general staff meetings; cataloging for departmental or branch libraries	93
Co-operating in acquisition work; e.g., by treating new material expeditiously	100
Co-operating in administration; e.g., by consulting librarian on questions of policy, helping in personnel work, furnishing records	96
Co-operating in administration of buildings and grounds; e.g., by recommending equipment, repairs, and cleaning	83
Co-operating with binding and repair work; e.g., by reporting books which need binding or repair	83
Co-operating in book selection; e.g., by recommending books desirable for general collections, volumes lacking from serial sets, replacements	82
Co-operating in circulation work; e.g., by maintaining a desk schedule for relief; handling rush books specially requested for circulation; notifying of receipt of new books which are in demand; making changes in catalog found by noting questions catalog should answer but does not	94
Co-operating in publicity work; e.g., by supplying lists of new books; arranging display of new books	65
Co-operating in reference work; e.g., in maintaining desk schedule for relief, helping to search special reference questions	60
Preparing a definite course in the use of the catalog for the library staff	8
Conducting classes in cataloging for library staff	15
Conducting classes in cataloging for users of the libraries	5
Providing incidental instruction in cataloging	70
Keeping posted on the general routine of a catalog department through professional and trade literature, professional training, visits to libraries, correspondence, professional meetings	100
Considering work to be done, hours to be covered, provision for professional and clerical staff, and for each staff member, and drawing up tentative schedule best meeting all requirements	93

TABLE IV—*Continued*

Activity	Percentage Voting "Performed"
Drawing up departmental staff rules in conformity with general staff rules of the library regarding personal use of library equipment, telephone	38
Determining size and type of professional and clerical staff required to do the work of the department; e.g., setting standard for members of the staff with reference to their academic and professional education, experience, and traits	74
Consulting administration about staff organization, division of work schedules, staff routine	77
Making recommendations concerning the necessary personnel; e.g., for initial staff, for annual needs, for candidates, for former staff members	89
Choosing staff on basis of standard set; e.g., by means of interview, a study of the candidates' record, work trial, and study of work done	75
Considering special qualifications of individual staff members with reference to the regular work and special phases of it, and to the quarters and equipment of the department	89
Planning schedule for the work of the department	94
Assigning work and delegating responsibility to staff members, according to number available, interests	98
Holding departmental staff meetings	43
Providing incidental instruction in cataloging for members of the departmental staff, especially new assistants	91
Preparing a definite course for classes in cataloging for the departmental staff	7
Conducting classes in cataloging for the departmental staff	8
Considering community, size and type of library in adopting codes and formulating rules for cataloging, subject headings, classifying, and book numbers	91
Considering cataloging and classification systems and rules in use in the library and elsewhere	94
Considering the advantages and the disadvantages of different kinds of catalogs, forms of catalogs, kinds of card work with reference to their adaptability to the needs of the library, their economy, convenience, and simplicity	89
Considering advantages and disadvantages of special records; e.g., shelf-list, serial record, official catalog, authority lists and depository catalog, Union lists	100
Determining necessary records; e.g., public catalogs; special catalogs as serial record, shelf-list and authority lists, annotated classification schedule	98
Choosing kind and form of catalogs to be used and codes to be followed	93
Considering the advantages and the disadvantages of different subject-heading lists; e.g., simplified list for small library, special list for children's catalog with reference to their adaptability to the needs of the library, simplicity, and convenience	89
Choosing basic subject-heading list or lists, and supplementary aids	91
Considering the advantages and the disadvantages of different classification systems; e.g., Dewey Decimal, Library of Congress, an original system, with reference to their adaptability to the needs of the library, their simplicity, convenience	77

TABLE IV—*Continued*

Activity	Percentage Voting "Performed"
Choosing systems of classification to be used	65
Considering the advantages and the disadvantages of different book-number schemes; e.g., Cutter-Sanborn, an original system, or none, with reference to their adaptability to the needs of the library, their convenience	77
Choosing book-number scheme to be used	69
Recommending to administration the kind and form of catalogs, subject-heading lists, classification system, book-number scheme, and filing system to be used	79
Formulating special rules as questions arise basing decisions on local usage and code adopted	98
Incorporating special rules in library codes	88
Considering the library's needs and the cost of different forms of cataloging records; e.g., L.C. or locally printed, multigraphed, or typed cards; printed form cards for such records as serial record, Union shelf-list, and personal efficiency record	89
Determining and designating type of material for which L.C. cards are to be ordered and adopting form for ordering them	96
Determining form and fulness for cards to be used in the various records for the ordinary material for which L.C. cards are not available	100
Determining form and fulness of card for material requiring special handling; e.g., fiction, books in rental or special-subject departments; periodicals	96
Determining policies regarding the use of annotations	89
Determining form of accessioning to be followed; e.g., combined order-shelf-list record, loose sheets	56
Determining form of withdrawing to be followed; e.g., special withdrawal file, note on shelf-list	88
Keeping sample file of forms for all records used in catalog department	72
Considering the division of work, harmonizing individual and departmental routine for professional and clerical staff, and the activities essential to each process	94
Consulting administration and staff members concerned in planning routines for processes	88
Determining whether work shall be handled by subject or by process; e.g., all art books completely cataloged by one person, or all classification done as separate process	89
Determining routing of books through the catalog department; e.g., receiving material for cataloging, sorting books by subject or process, forwarding rush books	98
Determining routine for each process and each position in the department; e.g., place in routine, and by whom L.C. catalog cards are to be ordered	96
Maintaining list of directions for general routine of cataloging	82
Planning budget for department	29
Keeping record of departmental expenditures and of stock on hand	41
Determining what statistics to keep	89
Establishing rules for keeping statistics	94
Keeping record of time spent and work accomplished by each staff member	62
Summarizing time and work records	62

TABLE IV—*Continued*

Activity	Percentage Voting "Performed"
Preparing annual reports anticipating departmental needs in personnel, furniture, equipment, and supplies; other regular and special reports	86
Planning and maintaining catalog department quarters [and equipment] so as to secure the greatest efficiency	93
Investigating catalog-department equipment and supplies through professional and trade literature, visits to libraries, consultation with own staff members	82
Determining needs of the department in books and furniture, and other equipment and supplies	96
Making recommendations to the librarian for special needs in books, furniture, and other equipment and supplies	100
Requisitioning items in books and furniture, and other equipment and supplies	72

Problems 3 and 4 may advantageously be considered together. The question as to which activities *should be* performed by catalog librarians and which by clerical workers is a matter of

TABLE V

TEN ACTIVITIES WHICH ARE PERFORMED IN DEPARTMENTS OTHER THAN THE CATALOG DEPARTMENT IN FROM 5 TO 70 PER CENT OF THE LIBRARIES STUDIED

Supervising inventory
Taking inventory
Supervising withdrawals
Forwarding book cards for withdrawn books to proper selection agency for replacement decisions
Marking accession records indicating withdrawals
Determining form of accessioning to be followed; e.g., combined order-shelf-list record, loose sheets
Planning budget for department
Keeping record of departmental expenditures and of stock on hand
Determining what statistics to keep
Establishing rules for keeping statistics

judgment, not of noting existing conditions, which may or may not reflect the best judgment of the administrator. A comparison of the lists of activities recorded by catalog librarians as

being performed in their libraries by professional workers with the list of activities which in their judgment *should be* performed by professional workers, and similar comparisons of clerical activities, showed very general agreement.

TABLE VI

THE 9 PROFESSIONAL ACTIVITIES INVOLVED IN ORGANIZING AND ADMINISTERING THE CATALOG DEPARTMENT WHICH WERE ADDED BY THE CATALOG LIBRARIANS WHO CHECKED THE LISTS

Co-operating with other libraries by replying to correspondence, discussing methods with visiting librarians, checking lists for Union list of serials, etc.
Co-operating with outside library organizations; e.g., in planning programs for meetings, in preparation of papers, in attending meetings
Holding conferences with individual staff members in regard to their work
Considering problems of fatigue and health of departmental staff
Considering the advantages and the disadvantages of different filing systems for the catalogs and other card records, e.g., Cutter
Choosing filing system to be used
Considering the advantages and the disadvantages of different kinds of guide cards, e.g., printed guide cards
Choosing kind of guide cards to be used
Determining routine for inventory

Over the activities listed below librarians disagreed with regard to their delegation either in practice or in theory.

1. *Activities professional in practice, controversial in theory*
   Forwarding book to marker or circulation department and "copy form" to editor
   Delivering "copy form" to printer or typist
   Proofreading printed or typed cards from forms established by supervisor, and delivering cards to filer
   Reporting congestion in catalogs calling for transfer of cards
2. *Activities clerical in practice, controversial in theory*
   Forwarding book cards for withdrawn books to proper selection agency for replacement decisions
3. *Activities controversial in practice, professional in theory*
   Indicating book number found

Receiving book card or books for withdrawals and arranging to facilitate withdrawing shelf-list cards or receiving shelf-list cards

4. *Activities controversial in practice, clerical in theory*
   Typing all cards as specified
   Periodically weeding out file of L.C. cards waiting for use

The examples given above show clearly different interpretations of different activities.

The judgment of 78 per cent of the catalog librarians voting on the 73 activities involved in organizing and administering the catalog department is that they should all be performed by catalog librarians. Table IV lists these activities. Twenty-two per cent of the catalog departments state that 8 of these 73 activities are performed by clerical workers. These eight are:

Co-operating with binding and repair work, e.g., by reporting books which need binding or repair
Co-operating in publicity work, e.g., by supplying lists of new books, arranging displays of new books
Keeping sample file of all forms of all records used in catalog department
Keeping record of departmental expenditures and of stock on hand
Keeping record of time spent and work accomplished by each staff member
Summarizing time and work records
Determining needs of the department in books and furniture, and other equipment and supplies
Requisitioning items in books and furniture, and other equipment and supplies

It is seen from this comparison of the various tables that, with the few exceptions which have been noted, the professional activities listed in Tables I and IV are performed by catalog librarians and should be performed by catalog librarians, ranked as such according to the criteria set up for this study; that the clerical activities listed in Table II are performed by clerical workers and should be performed by clerical workers. And to answer problem 4, the agreement between the practice and the judgment in delegating activities is very close. This agreement may be stated in terms of correlation coefficients: $r = .914 \pm .010$.

The fifth problem to be considered is whether or not the judgment regarding the delegation of activities to professional or

clerical workers is the same among catalog librarians in small libraries as among those workers in medium-sized and large libraries. The data for answering this question are secured by listing the 117 activities involved in cataloging processes in decreasing order of the number of votes for professional performance received from the eighty-three catalog librarians representing sixty-nine libraries co-operating in this study. The votes of these eighty-three catalog librarians appear to the right of each activity; below that, the votes of sixty of the eighty-three representing forty-eight medium-sized and large public, college, university, and reference libraries of the original sixty-nine; and below that the votes of twenty-three of the eighty-three catalog librarians, representing twenty-one small public, high-school, normal-school, college, university, and reference libraries. Of these three groups, Group I is the all-inclusive group of co-operating catalog librarians. The votes of Groups II and III are recorded separately in order that the vote of representatives of the large and medium-sized libraries may be compared with that of the representatives of the small libraries. This table also gives the rank order of each activity when all 117 are ranked in order of the percentage of the votes which they received as professional activities. The second column gives the actual number of votes received as professional, and the third column the actual number of votes received as clerical. The difference between the rank in the second horizontal row of figures and that in the third row shows the extent to which the judgment of the catalog librarians in medium-sized and large libraries differs from that of the catalog librarians in small libraries. A specimen sheet from the table which shows this agreement is given as Exhibit II.

On 7 of the activities so listed there is seen to be a variation of from 3 to 5 in rank order. These activities which appear toward the middle of the list[9] (thus indicating that the collective opinion concerning their delegation was rather evenly divided) were ranked "clerical" by the catalog librarians in small libraries and "professional" by the catalog librarians in medium-

[9] See Table IX, Akers, *op. cit.*, pp. 108-26.

EXHIBIT II

SPECIMEN PAGE*

ACTIVITIES	NUMBER OF VOTES BY PROFESSIONAL WORKERS		
	Rank Order	Professional	Clerical
2. Indicate tentative form of main entry	9	80	2
	9	57	2
	10	23	0
	9	15.1	0.5
	10	11	0
25. Choose tentative subject headings.....	9	79	2
	9	56	2
	10	23	0
	10	19	0
	10	11	0
26. Choose tentative classification symbol	9	78	2
	9	56	2
	10	22	0
	10	16	0
	11	11	0
28. Consult classification schedules	9	78	2
	10	58	0
	9	20	2
	10	16	0
	10	11	0
30. Consult shelf-list (with reference to previous use of classification symbol and how far it has been carried out.)	9	78	2
	9	58	1
	9	20	1
	9	15	1
	9	10	1
55. Compare book and "copy form" and revise full content of "copy form" correcting any errors discovered	9	75	2
	9	55	2
	10	20	0
	10	15	0
	10	9	0
48. Revise subject headings comparing with authority list, catalog, further if necessary; making necessary changes or corrections	9	74	2
	9	52	1
	9	22	1
	10	19	0
	10	11	0

* For complete table see Akers, *op. cit.*, pp. 108–26.

sized and large libraries. The explanation may lay in the fact that smaller libraries have, on the whole, simpler material to catalog and can provide closer supervision for their clerical workers. Since this variation occurs in only 7 out of 117 activities, the judgment of catalog librarians in medium-sized and large libraries, and that of catalog librarians in small libraries, in delegating activities to professional or to clerical workers practically agrees.

Problem 6 asks whether or not the judgment regarding the division of cataloging activity is the same among catalog librarians from medium-sized and large college, university, reference, and public libraries as from these public libraries only. The table represented by Exhibit II lists the data necessary to answer this problem as well as problem 5. The fourth horizontal row in the table gives the rank order of the activity and the votes as professional and clerical of the nineteen catalog librarians from medium-sized and large college, university, reference, and public libraries studied; and the fifth horizontal row gives the same data for the eleven catalog librarians from public libraries included in the group represented in the fourth row. There were only 5 activities out of 117 which showed a variation in rank order between the two groups of from 3 to 4 points; only 4 activities which differ by more than 2 points; and only 9 activities which showed a variation of 1 point. The judgment of these two groups in apportioning cataloging activities may be said to practically agree.

What of the professional-clerical delegation of the activities involved in the organization and administration of the catalog department? Do the catalog librarians in various types of libraries agree here? This question was answered previously when it was noted that all the catalog librarians agreed on how 65 of the 73 activities should be delegated; and 78 per cent of them agreed on the other 8 activities.

The seventh and last problem to be considered in this study of the division of cataloging duties is: Which activities performed in the catalog department in some of the libraries studied are performed in another department in other libraries

studied? Among the cataloging processes, there are only 5 activities relating to inventory and withdrawals which are performed by a department other than the catalog department—and that in from 38 to 69 per cent of the libraries. Likewise, in the organization and administration of the catalog department, there are 5 activities concerned with accessioning, budgeting, keeping record of expenditures and of stock on hand, and statistics, which are performed by a department other than the catalog department in from 5 to 70 per cent of the departments surveyed. These latter activities, if not performed in the catalog department, must certainly be performed in consultation with the chief of the catalog department.

This investigation of existing conditions as regards the division of work in catalog departments shows the need of further study of (1) the so-called "professional-clerical activities," to learn why they are performed by professional workers in some departments, by clerical workers in others, and by which *type of worker* they should be performed to promote efficiency and economy in the department; (2) the 10 activities mentioned in the last paragraph to determine by which *department* they can be performed most efficiently.

ANALYSIS OF CATALOGING COURSE TOPICS

What has this apportionment of cataloging activities to professional and clerical workers to do with the content of cataloging courses in accredited schools? It is obvious that if such activities are to be intelligently divided in libraries, the principles underlying the activity and the factors influencing its performance must be presented and discussed in cataloging courses. The topics taught in cataloging courses are, or should be, directly related to the activities a student will later need to know how to perform or supervise as a catalog librarian; and whether these activities are professional or clerical—that is, whether the student will have to perform or supervise them—has a direct bearing on their method of presentation in the course.

Following the plan used in studying the activities, this section

deals with the corresponding problems with regard to topics taught in the cataloging courses:

1. What topics are taught in first-year cataloging courses in accredited library schools?
2. Which of these cataloging-course topics, in the judgment of catalog librarians and of cataloging instructors, should be included in the basic course in cataloging for catalog librarians?
3. To which activities are the topics related? Are they professional activities, clerical activities, or both?

The question of whether certain topics which the catalog librarian needs to know should be taught in the classroom or in the department is also considered.

Problem 1 is answered by referring to the source of the topics used in this study, as outlined briefly on page 103. The second problem is answered by examining Table VII. Here are 87 course topics on cataloging processes arranged in decreasing order according to the votes received from eighty-three catalog librarians for inclusion in the course. In addition, Table VIII gives 33 course topics on the organization and administration of the catalog department arranged in decreasing order on the same basis as those in Table VII.

Eighty-three of these 87 topics received a vote of from 60 to 100 per cent from the catalog librarians for inclusion in the course. The catalog librarians are about equally divided as to the advisability of studying the four topics listed below in the classroom rather than waiting to learn them in the library:

Catalog marks in books

Withdrawals: Added copy or volume: withdrawing all catalog and shelf-list cards, substituting "replacement cards" for main catalog entry and shelf-list

Making temporary shelf-list when classification and book numbers are approved

Books transferred from other departments or other libraries.

Note also the 4 topics added by catalog librarians (indicated by asterisks in Table VII) as topics which should be included in cataloging courses. Apparently the cataloging instructors have felt that these were topics which were better taught in the library, while the catalog librarians have felt that at least

TABLE VII

The 87 Course Topics on Cataloging Processes Ranked in Decreasing Order According to the Votes Received from 83 Catalog Librarians for Inclusion in the Course

Topics	Rank Order
Name cross-references	10
Subject cross-references	10
Principles of classification	10
Classification divisions	10
Capitalization, punctuation, indention, spacing	10
Terminology	10
Subject grouping of books	10
Building numbers	10
Main entries other than personal or corporate, e.g., anonymous classics	9
Kinds of analytics: author, title, and subject	9
Alphabeting	9
Authority list for personal entry	9
Relation of subject headings to classification	9
Subdivisions of subject headings	9
Theoretical basis of classification	9
Classifying polytopical books	9
Subject cards	9
Arrangement of cards in a catalog	9
Classifying different types of material	9
Personal entries for compound names, married women's names, etc.	9
Corporate entries for government documents, societies, institutions, miscellaneous bodies and organizations	9
Titles: alternative, binder's, etc.	9
Contents	9
Main entry under compiler, editor, illustrator, or translator	9
Analytics: when and why made	9
Authority list for main entry other than personal or corporate	9
Edition	9
Imprint	9
Collation	9
Added entries: when to make	9
Aids for classification number and subject headings	9
Authority list for subjects	9
Printed lists of subject headings and their use	9
Form of card and items other than author on it	9
Tracing	9
Procedure in classifying a book	9
Form headings versus subject headings	9
Notes	9
Authority list for corporate entry	9
Series note	9
Subject headings: principles and policies governing their choice, keeping them up to date	9
Order of items on cards	9
Extension card	9
Reading a book technically	9
Special types of material, e.g., "bound withs," music, serials	9

TABLE VII—*Continued*

Topics	Rank Order
Unit-card catalog system	9
Unit or short form of card for added entries	9
Unit or short form of card for analytics	9
Book numbers and the shelf-list	9
Work in changed form, e.g., adaptations	9
Uniformity of catalog cards	9
Aids for form of name	9
Fiction: cataloging, classification, and subject headings	9
Book number dependent on catalog entry	9
Book number for works by a single author	9
Checking printed subject-heading lists	9
Editions: added copies versus added editions	9
Fulness of titles	9
Form of shelf-list cards	9
Arrangement of special classes of books	9
Book numbers for special authors	8
Short form for title cards	8
Title or work marks	8
Union shelf-list	8
Different editions in the same set	8
Modification of L.C. subject headings for small libraries	8
Chronological arrangement of books	8
Figures (i.e., numerals) in the title	8
Length of book numbers	8
Guide cards	8
Reclassifying and recataloging a library	7
Withdrawals: routine	7
Inventory	7
L.C. author notation	7
Replacements	7
Special location marks for books	7
Maintaining the catalog; including labels for the trays	7
Different form for children's catalog†	6
Making "copy forms"; what they include, their use	6
Catalog marks in books	5
Withdrawals: added copy or volume: withdrawing all catalog and shelf-list cards, substituting "replacement cards" for main catalog entry and shelf-list	5
Making temporary shelf-list when classification and book number are approved	4
Books transferred from other departments or other libraries	3
Adding continuations to the catalog, etc., and at the same time noting and ordering numbers lacking*	.....
Author and title for difficult books and periodicals which are to be bound*	.....
Methods of work*	.....
Book number systems, edition notation systems and other notations with reference to their need in large libraries**	.....

† Only the votes of catalog librarians in public and school libraries were counted in determining rank order.

* Topic suggested by one of the eighty-three catalog librarians who voted on Form I.

** Topic suggested by one of the sixty-five catalog librarians who voted on Form IV.

TABLE VIII

THE 33 COURSE TOPICS ON THE ORGANIZATION AND ADMINISTRATION OF THE CATALOG DEPARTMENT RANKED IN DECREASING ORDER ACCORDING TO THE VOTES RECEIVED FROM 65 CATALOG LIBRARIANS FOR INCLUSION IN THE COURSE

Topics	Rank Order
Catalog's function as a bibliographical record of the material in the library supplementing the classification, with reference to the purpose and plan of the course and its place in the library school curriculum	10
Classification's function in making the contents of the library available	10
Catalog, distinction between and relation of classification and cataloging	10
Catalogs, different kinds and forms of public and official catalogs; e.g., book or card catalog; author and title, dictionary, or classified catalogs with reference to the size and type of the library	10
Catalog codes; e.g., A.L.A. official code	10
Classification systems and their notations; e.g., bibliographical classification versus practical schemes for book classification; Dewey Decimal, Library of Congress, etc., with reference to the size and type of the library	10
Catalogers' reference library	9
Catalog cards, their kind; e.g., L.C., locally made, printed, typed, multigraphed	9
L.C. cards: how to order and how to use them	9
Accessioning: its purpose and methods	9
Shelf-list as accession record	9
Cataloging: compensations and value of, to members of catalog department	8
Qualifications of the departmental staff	8
Co-operative cataloging	7
Cost of cataloging; its importance and how to estimate it	7
Supplies	7
Statistics and reports	7
Equipment	7
Planning the quarters	6
Staff organization	6
Making and keeping the catalog useful as result of contact with readers in their use of the catalog or through reports from members of other departments	6
Cataloging and classification, history of, with reference to the objectives of present-day catalog departments	6
Securing the staff, e.g., sources of supply, interviews, probation period, etc.	6
Duties of the departmental staff	6
Supervision; e.g., its place in the routine; consideration of whether the supervisor shall make the corrections, or shall return work to assistant to be corrected; supervisor's marks	5
General policies of the department	5
Interdepartmental relations; e.g., exchange of assistants, publicity, supplying information about books in process of being cataloged	5
Routing material through the department	5
Instruction in the use of the catalog for members of other departments and for patrons	5
Planning and assigning the work	4
Hours and schedules of the staff	4
Comparison of the output of the catalog department of libraries of different types	4
Staff rules and regulations	3

preliminary instruction along these lines could be given advantageously in the course.

Table VIII gives 33 topics on organizing and administering a catalog department arranged in the same decreasing order as the topics in Table VII. Twenty-one of these 33 topics received votes for inclusion in the course from 60 to 100 per cent of both the librarians and the instructors. The diversity of the votes on 12 of these topics indicates the need for further investigation. The results of a test of the proficiency of the workers who have been taught these topics in the classroom, in the department, or not at all, might serve as a guide in determining which of the three methods should be followed.

It is significant that from one to five of the twelve instructors think that 9 of the 33 topics on organization and administration should be taught in a course other than the cataloging course. Further examination of these 9 topics shows that they relate to: accessioning, instructing staff members and patrons in how to use the catalog, staff rules and regulations, securing and organizing the staff and their hours and schedules, and equipment and quarters for cataloging. That is, they relate to activities which are common to other departments, or which are performed in other than the catalog department in some libraries.

There are only 16 topics which do not receive a 60–100 per cent vote for inclusion in the course by both cataloging instructors and catalog librarians. And these 16 topics receive an 8 per cent, or higher, vote for inclusion. No new topics are suggested for addition, but 8 topics dealing with organization and administration of the catalog department are amended by the catalog librarians and instructors to broaden their scope.

Having ascertained that the topics taught in library schools are approved by both groups, it remains to relate the topics to the activities and to discover which topics relate to professional activities and which to clerical duties. This was done only with regard to topics connected with cataloging processes. No one was asked to relate activities involved in organizing and administering the catalog department to their corresponding topics, since there was general agreement that these activities, and hence the topics teaching them, were on the professional

level, and since approximately one-sixth of these activities in the author's judgment had no corresponding topics in cataloging courses, in certain cases being taught in courses of a more general nature.

There are no topics on cataloging processes which are related to clerical activities only. But the 11 topics listed below are related to professional activities only by both catalog librarians and instructors.

Reading a book technically
Different editions in the same set
Added entries: when to make
Principles of classification
Theoretical basis of classification
Classification divisions
Building numbers
Classifying different types of material
Classifying polytopical books
Library of Congress author notation
Catalog marks in books

There is a lack of uniformity, however, in the judgment of the catalog librarians and of instructors in relating topics to professional and clerical activities, which raises the question whether this part of the study is reliable. For instance the topics "Special types of material, e.g., 'bound withs,' music, serials"; "Work in changed form, e.g., adaptations," are related to professional activities by the catalog librarians and to both professional and clerical activities by the instructors.

Many instructors were reluctant to relate the course topics to the corresponding library activities. The differences in interpretation of both the topics and the activities made a definite correlation impractical. Because of the difficulties inherent in matters of this character, little value can be assigned to this part of the study.

CRITERIA NEEDED IN THE SELECTION OF TOPICS FOR A COURSE

Having ascertained what topics are taught, what cataloging librarians, as well as cataloging instructors, think is essential for the basic course in cataloging, and having considered tentatively

the relation between activities actually performed and these topics, it seems pertinent at this time to suggest criteria needed in the selection of topics for a cataloging course.

To paraphrase Bobbitt[10] in his work on curriculum-making: It is by putting workers to work in the catalog department and by noting the kinds of shortcomings and mistakes that show themselves when training is absent or deficient that we can discover the curriculum tasks for directing professional education. . . . . The curriculum-discoverer wishes, for example, to draw up a course of training in cataloging. He will observe the work of the catalog department; he will talk with catalog librarians about all aspects of their work; and he will read reliable accounts which give insight into their activities. From these sources he will discover the particular things that the catalog librarians do in carrying on each piece of work, the specific knowledge which they employ in planning and performing each specific task, the kinds of judgments at which they must arrive, the types of problems they must solve, the habits and skills demanded by the tasks, the attitude of mind, appreciations, valuations, ambitions, and desires, which motivate and exercise general control. . . . . He will go to the catalog departments that are most productive and most successful from every legitimate point of view. . . . . Cataloging education should aim not at what is but at what should be.

The following section from Charters[11] is also paraphrased here: There is only one way in which the future can be taken care of, and that is not only to teach the catalog librarian the best methods of performing present cataloging activities but to teach him so thoroughly the technique of thinking and problem-solving in connection with the learning of present activities that when he is confronted with new problems and duties in the future he can use his reason to work out the best possible solution.

Criteria are needed for evaluating the adequacy of the exist-

[10] J. F. Bobbitt, *The Curriculum* (Boston: Houghton Mifflin Co., *ca.* 1918), 9–10, 247, 357, 457.

[11] W. W. Charters, "Functional analysis as the basis for curriculum construction," *Journal of educational research*, X (October, 1924), 221.

ing topics with reference to the professional activities actually performed in catalog departments. The topic list should be analyzed into its elements by means of the activity list, and these elements evaluated with respect to their completeness and their relative importance for catalog librarians in libraries of given types and sizes.

Paraphrasing the *Commonwealth teacher-training study:*[12] Although a course for prospective catalog librarians should not be confined to the study of the significant activities in cataloging, many activities need to be analyzed at some length. . . . . If the index of curricular value is as valid as we believe, it would follow that at some point in the training program the significant activities should be described, together with the problems to be avoided or solved and the theoretical principles needed to give coherence and unity to the course. It may be questioned whether the principles can be selected to best advantage unless the selection is determined in part by the curricular value of the activities.

The "index of curricular value" referred to above may be explained as the rank number of the activity when rated by some criterion (e.g., frequency of performance) with reference to its value for inclusion in the course.

Criteria are also needed for ascertaining the "curricular value" of the topic with regard to its related activities, their difficulty, frequency of performance, and importance.

The relationship between the topical values of the activities (such values being determined by having instructors relate topics to activities) and curricular value of the activities (such values being determined by ratings with regard to frequency of performance, difficulty, and importance) may be shown in terms of correlation coefficients. This, if carried out further, would show the correspondence between activities and topics of different ranks and whether or not topics are related to significant or insignificant activities.

[12] W. W. Charters and Douglas Waples, *Commonwealth teacher-training study* (Chicago: University of Chicago Press, 1929), pp. 145, 154-59.

As suggested by Tyler,[13] instructors in education, after selecting the facts and principles of the course they are teaching, may then check these against the teaching activities listed as a means for determining the emphasis to be given different topics of the course. Likewise, cataloging instructors who have already selected the facts and principles of the cataloging course might check these against the professional and clerical activities listed in this study as a means for determining the emphasis to be given different topics of the course.

There were found to be 4 topics relating to cataloging processes and 12 relating to the organization and administration of the catalog department which, in the judgment of 50 per cent or more of the catalog librarians and of the instructors, should be learned in the library or do not need to be learned at all. These 16 topics are:

Catalog marks in books
Making temporary shelf-list when classification and book numbers are approved
Books transferred from other departments or other libraries
Withdrawals; added copy or volume, withdrawing all catalog and shelf-list cards, substituting "replacement cards" for main catalog entry and shelf-list
Cataloging and classification; history of, with reference to the objectives of present-day catalog departments
General policies of the department
Comparison of the output of the catalog department of libraries of different types
Interdepartmental relations; e.g., exchange of assistants, publicity, supplying information about books in process of being cataloged
Instruction in the use of the catalog for members of other departments and for patrons
Staff rules and regulations
Securing the staff, e.g., sources of supply, interviews, probation period, etc.
Hours and schedules of the staff
Accessioning, the purpose and methods
Planning and assigning the work
Routing material through the department

[13] R. W. Tyler, "Statistical methods for utilizing personal judgments to evaluate activities for teacher-training curricula" (Doctor's thesis, Department of Education, University of Chicago, 1927), p. 105.

Supervision; e.g., its place in the routine, consideration of whether the supervisor shall make the correction, or shall return work to assistant to be corrected; supervisor's marks

The instructor of cataloging should consider whether or not the inclusion of such topics in the course is justified, from the standpoint of teachability and performance in catalog departments.

The complete topic lists for the cataloging course should be compared with the complete topic list for related courses to be sure that there is no duplication and to ascertain what topics may be omitted from the cataloging course.

To paraphrase the *Commonwealth teacher-training study*[14] again: In evaluating classroom discussion, the activity lists might be used as a basis upon which to record and analyze the discussion. Stenographic records of the discussion could be made over a prescribed period of time. Among other things, the records would indicate which of the activities on the lists were mentioned and would distinguish any part of the discussion that bore no direct relation to any activity on the list. Such a technique would show whether or not the activity was: (1) merely mentioned; (2) described in sufficient detail to make its meaning clear to students unfamiliar with it; (3) discussed to the end of defining difficulties met in performing it; (4) discussed to show methods of overcoming its difficulties; (5) discussed with sufficient thoroughness to define principles that support accepted methods of performing it.

From this could be determined: (1) how far the discussion was relevant to the objectives of the course; (2) whether or not minor topics were given their minor place; (3) how far a superficial treatment of so many activities is justified.

Pertinent comments made by the catalog librarians who checked the list of topics on cataloging processes with reference to what should be taught in the cataloging course for first-year library-school students and whether or not all students should be required to take the same course are quoted below:

[14] *Op. cit.*, pp. 145, 154–59.

"All students should not be required to take the same course."—Chief of the catalog department of a public library.

"Separate would-be catalogers from others by all means."—Catalog librarian of a university library.

"The better and the more thorough the training in fundamentals of cataloging in library school the more efficient and well-qualified is the assistant no matter in what department."—Catalog librarian of a university library.

"Emphasize bibliographical work and general principles."—Chief of catalog department of a university library.

"Emphasize scholarly side of work."—Assistant librarian in charge of cataloging in a university library.

"Most cataloging topics should be at least introduced in library school for the sake of those students who go immediately into positions where there is no one to give them further instruction."—Chief catalog librarian of a university library.

"The course should be broad enough in its scope to give the student a basis for adaptations."—Assistant librarian and chief catalog librarian of a public library.

"Catalogers must know the why of everything, what the catalog is, and what it is for. They need the ability to feel and understand the relations of cataloging to every other job in the department and in the library."—Chief catalog librarian of a university library.

The actual and the potential users of catalogs, including the non-cataloging members of the library staff, need to be interviewed with reference to improvements in the catalog from the service standpoint, e.g., desirable information not now on catalog cards, terms for subject headings, amount of detail for some of the bibliographic items usually given. At what point does the user of the catalog go to the librarian for help, to the books themselves, or give up his attempt to find the material in the library? Studies along these lines would probably add new activities to the work of the catalog department, and more especially new topics and changes in emphasis on topics already included.

CONCLUSION

This study records the consensus of judgment of a group of catalog librarians and cataloging instructors as to what activities should be performed in the catalog department and what topics should be taught in the classroom. It makes available (in Tables VII and VIII) a list of topics which were taught in ac-

credited library-school cataloging courses in 1930–31, and establishes the fact that not one of these topics is related to clerical duties alone by either instructors or catalog librarians. Moreover, since no topic of the 120 listed received less than an 8 per cent vote for inclusion in the course and only 16 topics received a vote of less than 60 per cent for inclusion, there are 104 topics listed in Tables VII and VIII which should be taught, if the consensus of judgment of a reliable sample of catalog librarians and of cataloging instructors is taken as the criterion for selecting the topics.

This investigation shows that the selection of topics for the cataloging course should be made with such questions in mind as: To what activity or activities is this topic related? In whose judgment is it so related? Is it the judgment of only a few or of a reliable sample of the whole group? Is the activity a professional or a clerical activity or both? Is the activity to which this topic is related important? Is it performed in all catalog departments? Is it a topic that can better be learned in the classroom or in the department? If in the department, how will the student who goes to work in a one-staff member library learn to perform it?

Closely related questions which need investigation are: To what extent do existing catalogs meet the needs of their users, and what changes are necessary that they may meet these needs? When these changes—which may bring new activities and exclude present ones—are determined, corresponding changes should be made in the topic lists.

This study makes available: (1) a list of the professional activities which the catalog librarian must know how to perform; (2) a list of the clerical activities which the catalog librarian must be able to teach the clerical staff to perform; (3) a list of activities provoking a difference of opinion as to their apportionment, the factors of which the catalog librarian must know in order to determine how they shall be delegated and to what extent local conditions should be allowed to affect this delegation.

It is hoped that the data which are presented in this study

will be of value to instructors in defining objectives for the cataloging course, and in suggesting similar studies in related fields, especially the more closely related ones, such as the order department. Vocational guidance counselors and counselors in library schools who advise students as to lines of specialization may find the study helpful in giving a detailed picture of the division and type of work performed in a catalog department; and administrators, chiefs of catalog departments, and librarians planning the cataloging in a small library may find these data of value in reconsidering the division of cataloging activities in their own libraries.

Susan Grey Akers

School of Library Science
University of North Carolina

ANNOUNCEMENT

The New York Public Library has copies of the following publications which they will be glad to send to any library applying for them, for the cost of the transportation charges. All requests should be addressed to Robert Lingel, chief of the acquisition division.

Coolidge, Calvin. *Have faith in Massachusetts* (1919).
Crowther, Samuel. *America self-contained* (1933).
Farrell, Hugh. *What price progress?* (1926).
The Future independence and progress of American medicine in the age of chemistry (1921).
Garrett, Garet. *A Bubble that broke the world* (1932).
Gregory, S. R. *Discovery, or the spirit and service of science* (1929).
Lefebure, Victor. *The Riddle of the Rhine* (1923).
Powell, Henry M. *Reducing realty taxes* (1928).
Shoemaker, M. M. *The Heart of the Orient* (1906).
——— *Indian pages and pictures* (1912).
——— *Islam lands* (1910).
Zanetti, J. E. *The Significance of nitrogen* (1932).